



# Understanding and Addressing Challenging Behaviors of Individuals with Complex Needs

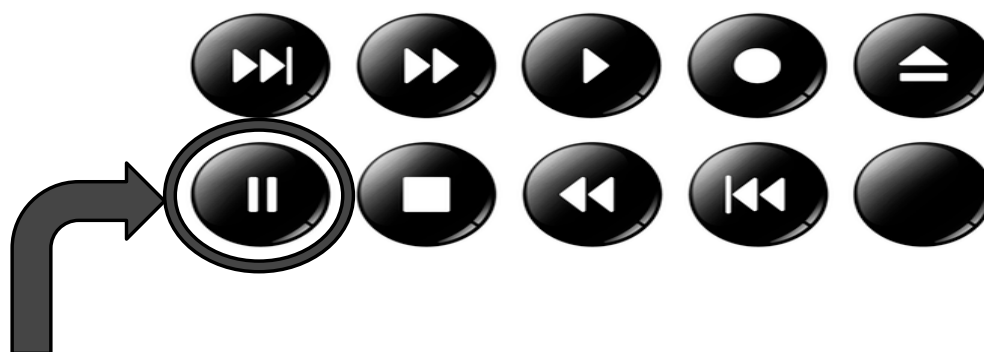
Webcast Series Part One:  
Behavior and Defining It

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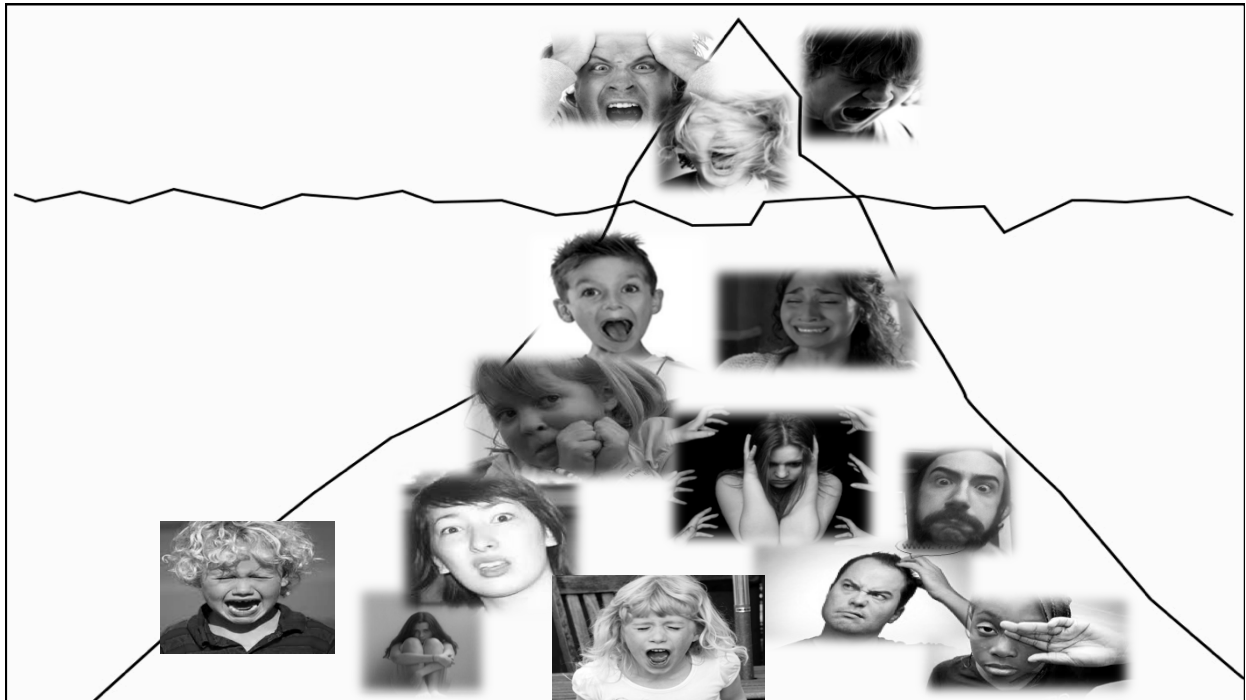
“It’s ok to hit the pause  
button...”





## Behavior is...

- ...the way someone **acts** in **response** to a stimulus or a particular situation
- ...**observable** activity in a human
- ...usually measured by **common accepted standards**

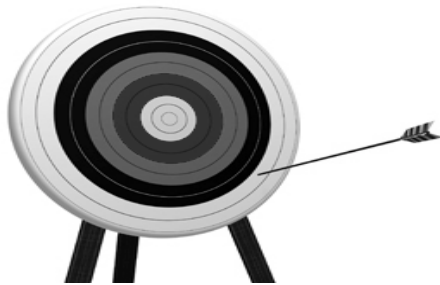


Sometimes we throw everything at the behavior hoping something will work...



but we miss the mark.

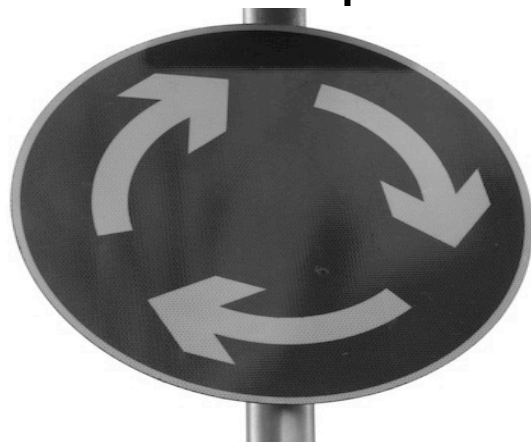
Sometimes we put all our effort  
into one intervention...



and still miss the mark.

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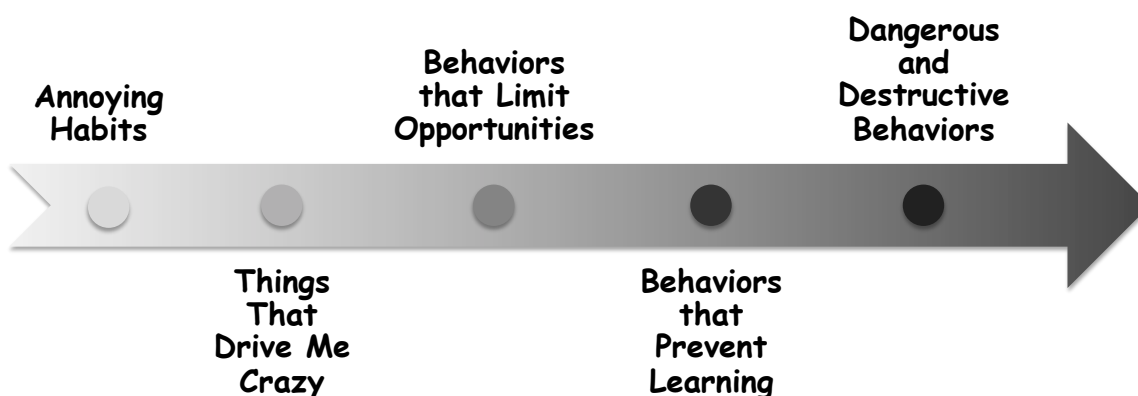
Sometimes we can't even agree if the  
behavior is a problem!!!



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## What is a “Challenging Behavior”?

### *The Behavior Continuum*



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## When is BEHAVIOR a problem?

- Is dangerous to the student/others?
- Interferes with academic learning?
- Interferes with socialization and/or acceptance from peers/community?
- Is disruptive or intense on a frequent basis?



*Need to examine frequency, duration, intensity, overall impact using gathered data*

*Why is team agreement important?*

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## Team Approach

- Need input/perspectives of all staff who are involved in the education of the individual
- Establish a behavior support team (not an expert model)
- Possible team members:
 

✓ student's teacher	✓ administrator
✓ related service personnel	✓ medical personnel
✓ paraprofessionals	✓ counselor
✓ parents	✓ psychologist/psychiatrist
✓ student	✓ job coach
✓ behavior specialist	✓ case manager



## Behavior and the IEP

“The IEP team must: In the case of a child whose behavior impedes the child’s learning or that of others, consider the use of **positive behavioral interventions and supports**, and other strategies, to address that behavior.”

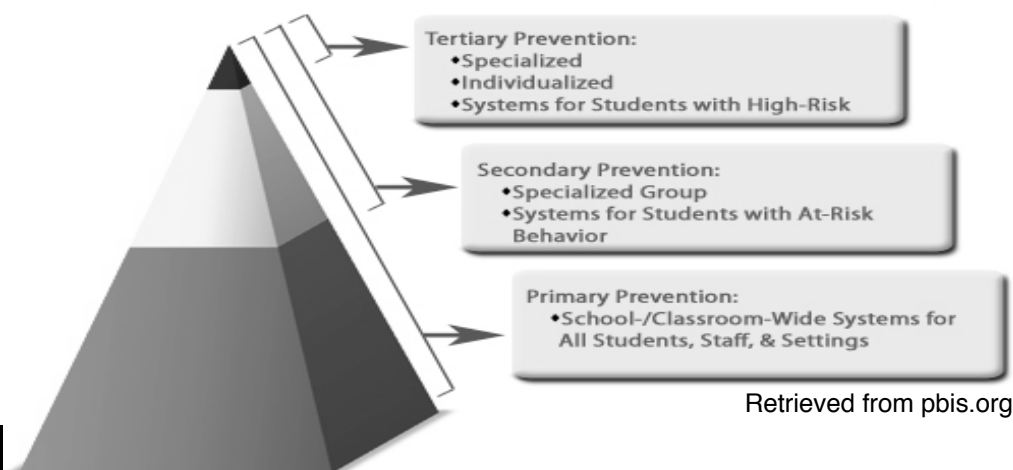


Operating Standards for Ohio Educational Agencies Serving Children with Disabilities (3301-51-07 p.134)

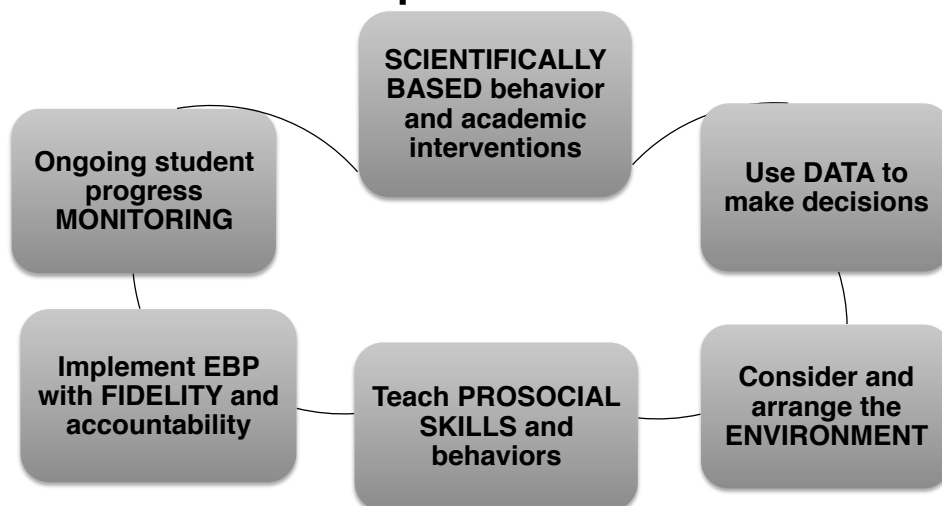


# Positive Behavioral Interventions and Supports (PBIS)

## Continuum of School-Wide Instructional & Positive Behavior Support



## Principles of PBIS





## Understanding Behaviors: Using an ***F.B.A.*** Process





# Functional Behavior Assessment

- Proven method to obtain a thorough understanding of the behavior and the circumstances surrounding it:

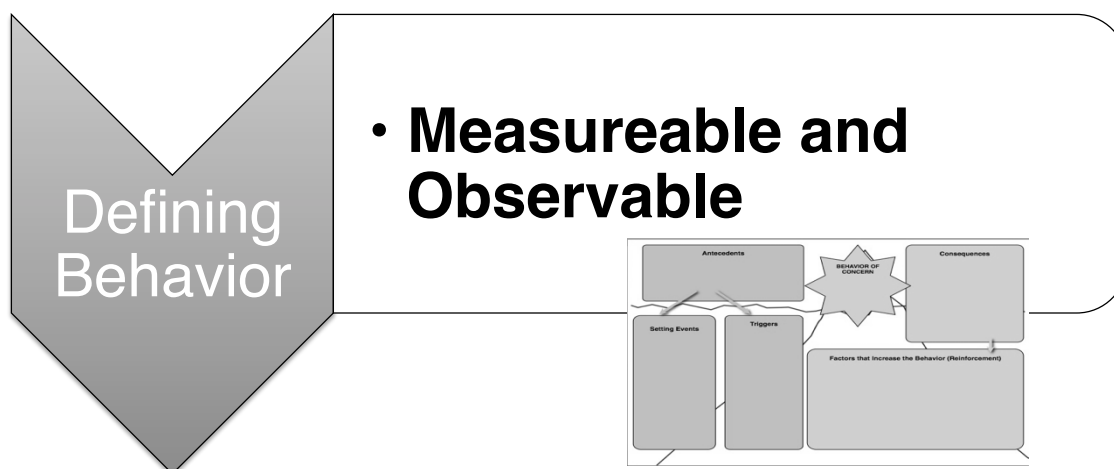
**A-B-C=Antecedent + Behavior + Consequence**

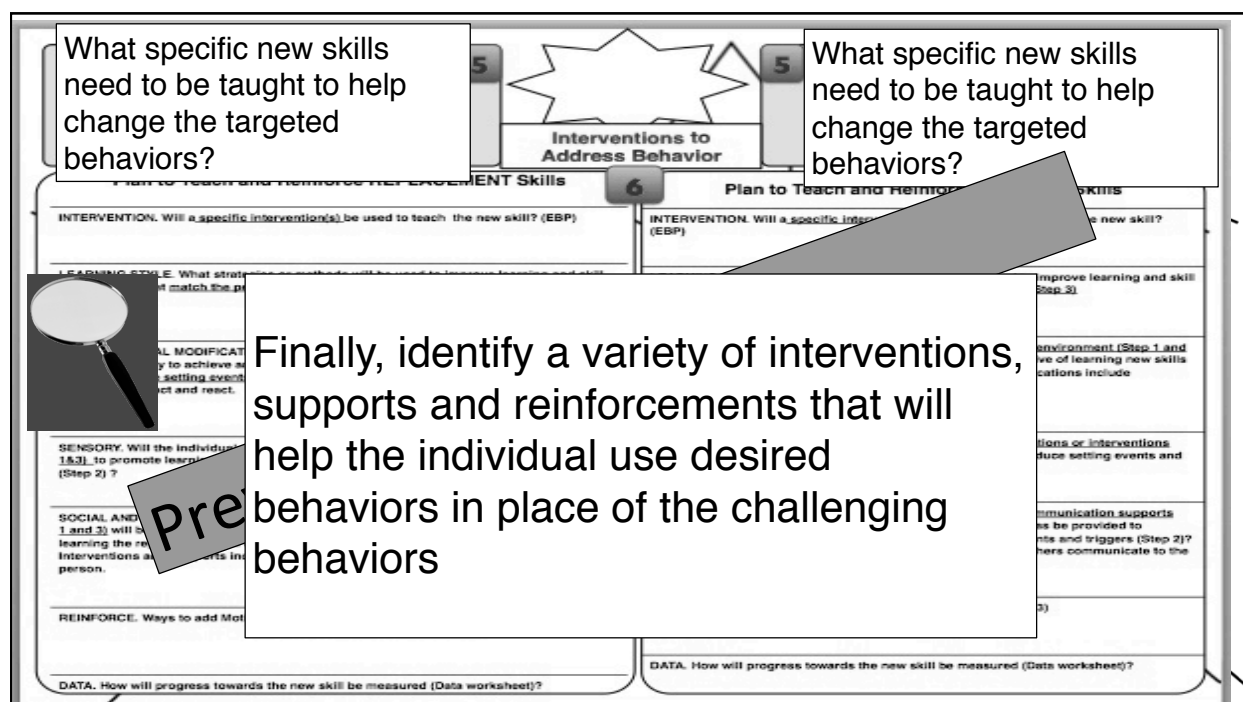
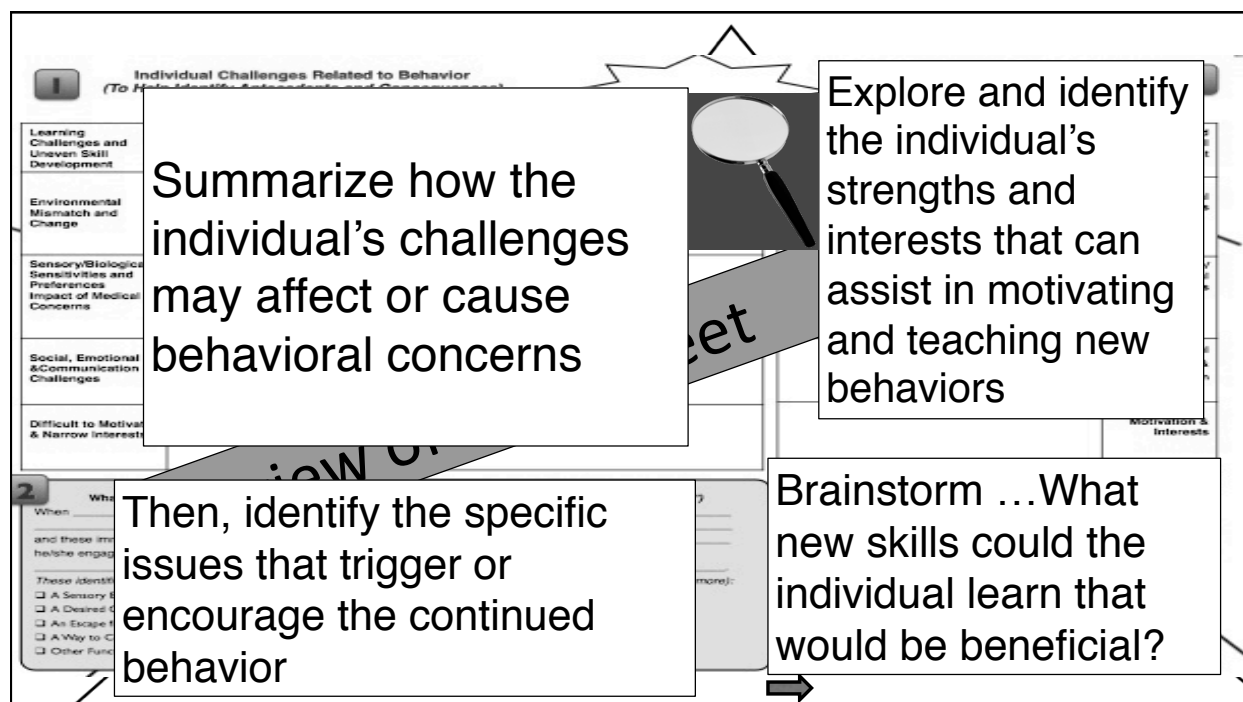
- Subsequently, a Behavior Intervention Plan (BIP) is developed, implemented and assessed for its effectiveness.

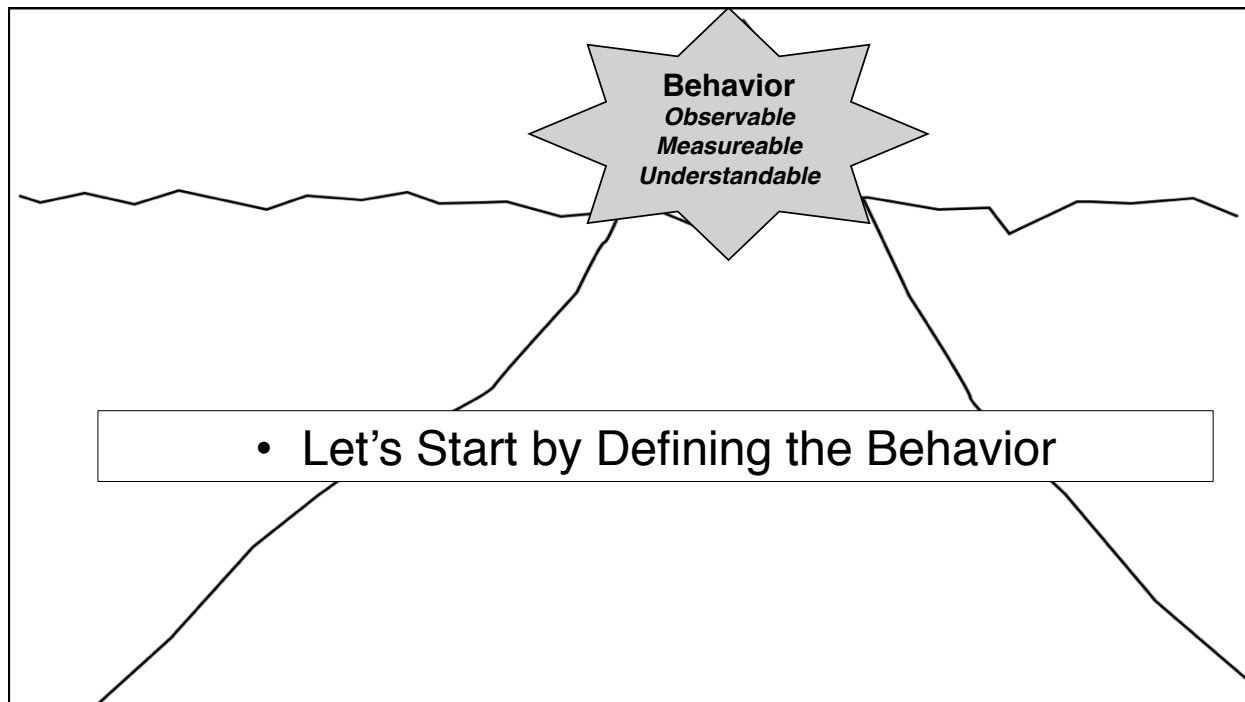
OSEP Center for Effective Collaboration and Practice/FBA



## Process of FBA for Individuals with Complex and Challenging Needs







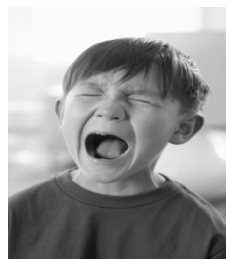
## How to Define the Behavior

- Identified as what can be observed
- Described in a way that can be measured
  - *Describe body movements, sounds, actions*
  - *May help to focus on a specific situation/ environment*

**Ask yourself:** If anyone read this description, and then observed the individual, would they recognize the behavior?

## Defining the Behavior: Poor Examples

- Tantrum
- Hyperactive
- Angry
- Non-compliant
- Poor impulse control
- Being aggressive
- Frustrated
- Distractible



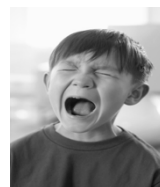
*"Ryan Runs and Screams"*

Dr. Cathy Pratt, IRCA, 2011



## How to Define the Behavior: Good Examples

- Bounces in his chair
- Makes noises that can be heard across the room
- Pushes papers, pencils and books off the desk
- Rolls on the floor and kicks furniture
- Hits the computer screen
- Urinates on the wall and floor

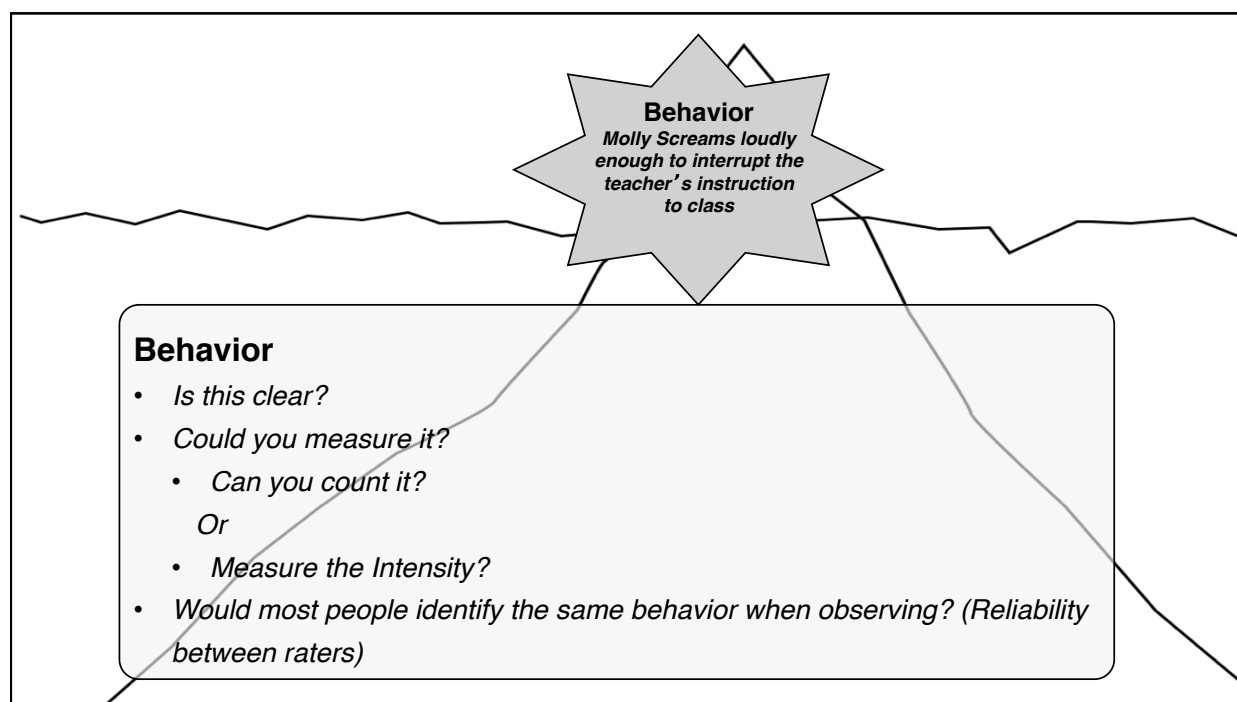


*"When around a group of kids in an unstructured activity, Ryan will start to run around and his voice gets loud enough that others may stare or move away from him."*



# Meet Molly

Molly is a young child that is attending her first year of “organized” education. She has been described as being very cute and engaging, until things don’t go her way! She likes many aspects of the kindergarten class, but certain activities seem to be a problem. Circle time is just not her favorite time and that seems to be the time when she becomes the most unhappy. Activities at the table, hands on activities, music and the playground are all happy times for Molly. She likes a schedule and generally wants the schedule to be on her time. Although Molly is verbal, she seems to have trouble finding words to tell the teachers “what’s wrong” when she is upset. Instead she screams and kicks and hits.



## Which is Better?

- This?
- Johnny is non-compliant and refuses to do his work because he is angry.
- Or this?
- When asked to complete a structured work task, Johnny climbs under his desk and sits on the floor.

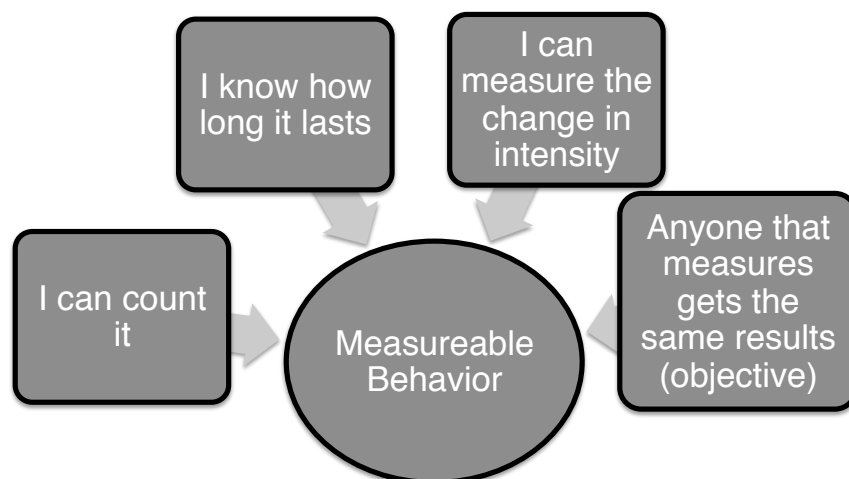


## Which is Better?

- This?
- When the bell rings at the end of each class, Tomas puts his head down on his desk and does not get out of his chair to go to his next class.
- Or this?
- Tomas gets mad and won't change classes.

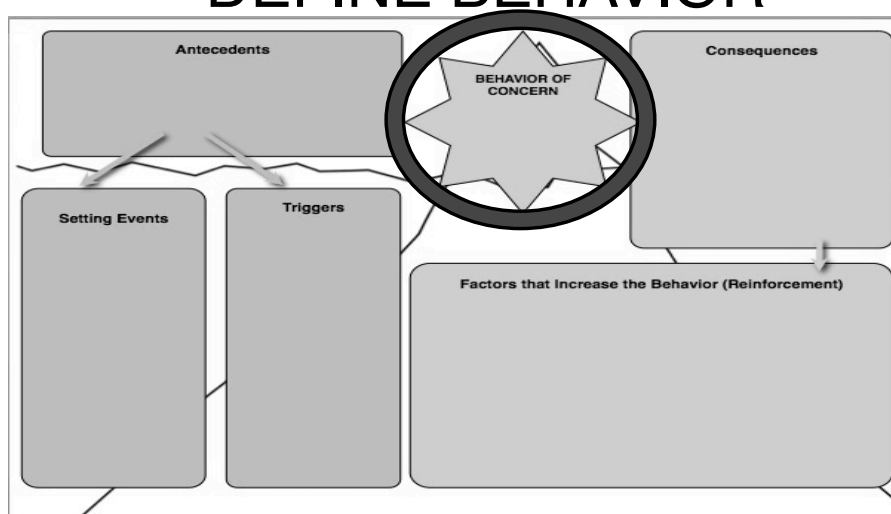


# Is The Behavior Measureable?



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## BEFORE NEXT WEBCAST: DEFINE BEHAVIOR



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